**Proposed Synopsis for Ph.D Pre-registration Seminar**

# The Impact of Mother's Working Status on Personality and Academic Achievement among Adolescent Students of Ranchi District


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## 1.0 State of the art

The mother serves as the central figure in every home, making daily decisions, guiding children and preparing them for the challenges of life. Responsible for the well-being of her children, she instills values crucial for their progression, especially in their early years. A mother's influence is profound, shaping behavior, abilities and attitudes. **Bowlby, (2004)** has found that the quality of interaction between the mother and child is more important than the amount of time spent together whether the mother is working full-time or part-time, both the groups agreed that giving the child quality time is important. Quality time plays a critical role in maintaining the mother-child bond.

The current era's fast-paced lifestyle raises questions about whether a mother's working or non- working status significantly influences a child's personality development. This is particularly true in the early years before they go to school. It is incumbent upon a mother to provide love and respect to her children. A mother's significance transcends her unique abilities; her constant presence with her children yields a profound influence on their behavior, abilities, and attitudes, surpassing that of any other individual. Most of those children who are well adjusted and successful, come from homes where parental behaviour is favorable and a wholesome relationship is between mother and children because mother plays an important role in shaping the personality of her child. **Reynolds, et al (2003)** reveals that many mothers saw their work identity, work skills and their feelings about work as affecting their family relationships and home life in a positive way.

In early childhood years or in the pre-school age, a large amount of energy and a great deal of attention, especially that of mother, is needed to keep up with the rapid rate of child development. At this stage, the child embarks on exploring their surroundings, displaying curiosity towards various objects, and developing an interest in both peers and external social circles beyond the family unit. The pre-school age is based for socialisation. Thus, mothers and other care takers have a definite role in moulding the personality and in creating conditions conducive to the balanced development of the child particularly at the stage when he is going through rapid change in his physical, mental and social development. Although

women's employment is associated with numerous outcomes of interest, the effect of mothers entering into job market on the well-being of children evoked significant interest. Because of working women's continuing role of child rearing and home management, her entering into life has indeed affected home-front. When mothers join the workforce, their children often encounter challenges from a young age. These children are typically cared for by older servants, who may not provide the same level of care as their mothers. Additionally, there is a risk of a decline in the quality of the children's basic education when educated mothers are replaced by uneducated servants. **Santrock (2004)** found out the children of working parents do not see their parents from time they leave for school in the morning until about 6 or 7 p.m. They are called "latch key" children, because, they are given key of their home while their parents are still at work. These children have negative latch key experiences. Without limits and proper supervision, these children find their way in a trouble more easily, possibly stealing, vandalizing or abusing a sibling.

Children of working mothers have been found to be less well adjusted than children of non-working mothers. These children tend to be nervous and irregular in their work habits which affect their school adjustment. **Bransford (2000)** "Mother's employment status is also related with child results, it is through the family those effects take place. Outcomes of children are related with mothers' sense of well being and-parenting style."

## 1.1 Conceptual Framework of the study

### 1.1.1 Concept of Working and Non-Working Mothers

- **Working Mothers:** Refers to mothers employed outside the home, juggling financial independence with work responsibilities, often unable to meet the needs of their children.
- **Non- Working Mothers:** Denotes mothers who are housewives, dedicating substantial time to their children upbringing, playing a crucial role in their overall personality development.

### 1.1.2 Concept of Adolescence

Adolescence is a vital time in human life span. The spanning ages 13 to 19, marks a crucial

period of physical, cognitive and psychological growth. This transition involves challenges, tensions between role confusion and identity and the journey from social dependency to maturity. Adolescence is the period from the beginning of sexual maturity (puberty) to the completion of physical growth.

The Origin of the word Adolescence is from the Latin verb 'adolescere', which means, "to grow up." It can be defined as the transitional stage of development between childhood and adulthood, representing the period during which a person is biologically adult but emotionally not at full maturity **(Papalia, Olds & Feldman, 2006).**

Researchers theorized the stage of adolescence as complex transition phase which requires moving from social dependency and immaturity to become a responsible, accountable and attain one's fullest potential **(Greenfield, Keller, Fuligni & Maynard, 2003; Steinberg, 2002).** Significant physiological, cognitive, and behavioural changes take place during this period.

According to **Spano (2004)** adolescence is divided into three stages: early (12 to 14 years), middle (15 to 16 years) and late (17 to 19 years). Steinberg (2014) defined adolescence as a critical period of development and a stage which begin with puberty and leads to social independence.

### 1.1.2 Concept of Personality

Personality has been studied by philosophers and psychologists for many years under the banner of individual differences. It is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment. This dynamic organization of the psycho-physical system of the individual is the result of many factors. Many inner and environmental factors help in the development of the personality of the individual. An individual is what he has been made by his parents. Family and the social environment keep on influencing the personality of an individual. Of all the factors, the influence of the mother is great on the personality development of the individual. Mother is the first school for child. Family is the first institution for the early life development of the child.

**McCrae and Costa (2002)** defined personality as, dimensions of individual differences in tendencies to show consistent patterns of thoughts, feelings and actions.

There are many ways to classify the types of personality traits but in this study the NEO 5 or the 'Big Five' personality traits (Costa & McCrae, 1992) are taken into account for studying the relationship between Mother's Working status and Personality of Adolescent children.

The five dimensions of personality are commonly called:

- **Extraversion-** Extraversion relates to interpersonal connections, joy, activity level and the pursuit of constant stimulation.
- **Conscientiousness**- Conscientiousness is characterized by obedience, meticulousness, perseverance, promptness, orderliness.
- **Agreeableness**- Agreeableness encompasses kindness, friendliness, compliance and trust.
- **Emotional stability**- Emotional stability contrasts with neuroticism, reflecting impassiveness, these individuals are composed and complacent whereas Neurotic people are anxious, irritable, apprehensive, disheartened, and self-doubting.
- **Openness**- Openness involves traits like flexibility, imagination and a willingness to embrace novelty.

### 1.1.4 Academic achievement

Academic performance means educational learning and achievement in schools, colleges and universities to get certain scores, grades, ranks and promotion to next class and to get a job. Academic achievement has become an index in determining a child's future. It is considered as a key criterion to judge one's total potentialities and capacities. Since the world is becoming more and more competitive, the quality of performance has become the key factors for personal progress. The desire for a high level of achievement puts a lot of pressure on students, teachers, schools and in general the education system itself. Indeed, it seems that the entire educational system prioritizes the academic success of students. A child's initial education begins within the family, where fundamental concepts are introduced, shaping their overall development both in school and beyond. The societal norm of advancing in social status through academic achievement is widely acknowledged, and it serves as a crucial determinant of an individual's adult standing in their career.

The role of women in the development of child is very vital in a family and the women acts as a model and influences the child's growth and behaviour. Mother's education affects her

children academics performance irrespective of status, social background, gender gap and other stereotype cast, image and pigeonhole effects. This speaks a lot about the significance of studying academic achievement. Employment of women has created number of problems to their children and paved way for controversies regarding maternal employment and child development. There is a general feeling that the maternal employment results in low academic achievement of their children. **Ruhm (2004)** observes that the children of woman who were employed during the child's first early years of life had significantly lower academic achievement than those children whose mothers stayed at home in the same period.

## 1.2 Review of Literature

Research work cannot be done without in-depth study of the earlier researches. Previous researches not only provides guidance but also throws light upon the direction in which any new research must proceed. The researcher has tried to scan all the related literature available from various sources so as to determine the objectives and methodology of the current research work.

### Research studies on the current problem

Several researches have been conducted on Mother's working status and its impact on their adolescent's personality and academic achievement, some of which related studies have been categorized under the following two groups:

(i) Studies related to Impact of Mother's Working status on Personality of Adolescents.

(ii) Studies related to Impact of Mother's Working status on Academic achievement of Adolescents.

### Studies related to Impact of Mother's Working status on Personality of Adolescents

**Singh and Kiran (2014)** studied the Impact of mother's working status on personality of adolescents. The sample of the study comprised of 120 children (60 children of working mothers and 60 children of non-working mothers) selected randomly from Shardanagar and Ashiyana area of Lucknow District. Self made questionnaire was used for collection of data and t-test was used for the analysis of

data. Column graph were drawn to make the results transparent. The result of the study highlight that children of working mothers are more affected on personality than children of non-working mothers. Children of working and non-working mothers show no significant differences in health, routine work, altruistic behavior, cognitive ability, self development, self awareness, and integrity. They are found to have good health. They are found to be more responsible for their routine work. They are more aware of their weaknesses, more co-operative, helpful, outgoing and democratic. They can handle conflicts around them more intelligently than the children of working mothers. Significant differences were found in Self-motivation of the children at 0.05 level.

**Agarwal and Alex (2017)** compared working and non working mother's parenting style and their child's Temperament and its effect on Behavioural problems: among school going children. The sample was gathered from mothers (working and non- working) of 400-school going Children of both genders, between ages 12years to 15years. Parenting style questionnaire, The Early Adolescent Temperament Questionnaire were given to mothers to assess their parenting styles and child's temperament respectively. The Strength and difficulty questionnaire was given to the teachers to screen for behavioural problem among these children. Their research concluded that children of working and non- working mothers have behavioural problems but the children of non – working mothers have severe behavioural scores which were clinically significant than compared to children of working mothers. Their research concluded that working status of mother do not have effect on children behavioural problems, rather other external and social factors like peer interaction, child caregiver attitude, neighbours interaction pattern and social relations and interactions have more influence on the child's behaviour, specially, when they are in their early adolescent age. The research also concluded that temperament do not have direct effect on behavioural problems, until, the child has behavioural issues that are clinically significant and needs attention.

**Syed and Khan (2017)** studied to find out adjustment pattern among the children of working and non- working mothers. The sample of the study comprised of 800 children of working mothers and non- working mothers (N=400 each group) selected randomly from elementary schools of Budgam and Srinagar district. Bells Adjustment

Inventory translated in Urdu by Qadri (1964) was employed for the collection of data and t-test was used for the analysis of data. Bar diagram and line graph were drawn to make the results transparent. It has been found that children of working and non-working mothers differ significantly so far as their adjustment is concerned. It has also been found that children of non- working mothers possess better social, emotional and home adjustment than children of working mothers. It has also been found that children of working mothers have better financial adjustment than children of non-working mothers. The study further revealed that there is a significant difference between children of working and non-working mothers on composite score of adjustment.

**Dhingra (2019)** studied on impact of working and non-working mothers on development of their children keeping in consideration all these factors. Proper and fulltime supervision by non working mothers help children to properly learn and develop positive attitude. Working mothers are able to fulfill not only the financial needs of their children but also are able to inculcate self decision making due to less supervision and make their children more confident. The study is targeted to both working and non-working moms on gender attitude and social learning, behavioral factors and domestic engagement to 600 mothers in Madhya Pradesh. Regression analysis shows that there is positive impact of all these factors on child's well being. The education of mother also plays important role in gender attitude, social learning and domestic engagement. Thus working women are found to have positive impact on their children's well being as compared to non-working mothers.

**Mishra and Sahoo (2022)** found that all students (boys+girls) of working women are more adjustive than the students (boys+girls) of non-working women. Boys and girls of working women have no any significant difference in relation to their home. Girls of non-working women are more adjustive than the boys. Working mothers have to follow a fixed routine in relation to their working conditions and hence bring up their children in accordance with their routine that amounts to certain discipline. Non-working mothers may be because of lack of routine, pressure at home works etc., become a little slack and negligent of their children and fail to bring them up with encouragement and discipline.

**Studies related to Impact of Mother's Working status on Academic achievement of Adolescents**

**Ahsan and Kumar (2013)** studied to investigate the difference in academic achievement of children belonging to working and non-working mothers. One hundred eighty students studying in class XI were selected from Government and Non-Government Schools. Thirty students from each school were selected on the basis of working and non-working mothers. The general information questionnaire was provided to the students. The 't' test were used for statistical analysis. To determine the significance between the means of two groups', t-values were computed. The levels of significance 0.05 were used. The result of the study showed that there is no significant difference between the academic achievement of children of working and non-working mothers. On the basis of the gender difference study showed that male and female children of working and non-working mothers also have no significant difference. The present generation has accepted their mother working outside. Thus, mothers' employment may not affect academic performance of the children.

**Yousuf and Peerzada (2017)** studied the parental encouragement and academic achievement of children of working and non-working mothers of Kashmir. The sample of the study comprised of 600 children (in which 300 children of working mothers and 300 children of non-working mothers). Parental Encouragement Scale developed by Kusum Aggarwal (1999) was used. For statistical analysis mean, SD, t-test and Correlation was used. The results of the study revealed that children of working mothers have found higher parental encouragement than the children of non-working mothers. The result also revealed that there is no significant difference between children of working and non-working mothers on academic achievement.

**Bharti and Sharma (2023)** studied to explore whether there is any difference in the adjustment and achievement of students with respect to their mothers' employment status. A sample of 180 VII standard students was selected for the study giving equal representation to gender and their mothers' employment status. The present study revealed that students do not differ adjustment wise but it was found that the students whose mothers are employed have achieved better than the students whose mothers are not employed.

## 2.0 Problems to be investigated

In the proposed Ph. D research entitled, '**The Impact of Mother's Working status on Personality and Academic achievement among Adolescent students of Ranchi district**', the researcher is interested to investigate the impact of mother's working status (Working and Non-working), gender (Boys and Girls) and place of residence (Urban and Rural) on personality and academic achievement of adolescent students.

## 3.0 Objectives of the Investigation and Motivation

### 3.1 Objectives of the proposed research are as follows:

**1.** To study the Personality of Adolescent students of Working and Non-Working Mothers.

**2.** To study the Academic achievement of Adolescent students of Working and Non-Working Mothers.

**3.** To study the significant difference between impact of Mother's working status, Gender and Place of residence on Personality among adolescent students.

**4.** To study the significant difference between impact of Mother's working status, Gender and Place of residence on Academic achievement among adolescent students.

**5.** To find out the inter-relationship between Personality dimensions and Academic achievement among adolescent students.

### 3.2 Motivation of the research

Adolescence is a unique stage of human development .This is a phase of maturation and is a transitional period of physical and psychological human development between childhood and adulthood. During this phase, Adolescents experience rapid physical, cognitive and psychosocial growth and this affects how they feel, think, make decisions and interact with the world around them. At the same time, Mother’s working status puts the greater impact on their Personality development as well as their academic achievement because mother is the central figure of every home and she is the one who takes care of and guides her children as they grow up and helps them to face the battles of life with courage.

Researcher is motivated to know how Mother’s working status affects their adolescents and will try to identify the negative impacts which lead to their personality development and

academic achievement and will also try to find out the preventive measures which can protect adolescents from the adverse effects of their mother's working status.

**4.0 Research Hypothesis**

Considering the above aims and objectives of the proposed research, the following research hypothesis are constructed:

**1.** There will be a significant difference between personality dimensions among adolescent students of working and non-working mothers.

**2.** There will be a significant difference between academic achievement among adolescent students of working and non-working mothers.

**3.** There will be a significant difference in impact of mother's working status, gender and place of residence on personality among adolescent students.

**4.** There will be a significant difference in impact of mother's working status, gender and place of residence on academic achievement among adolescent students.

**5.** There will be a significant difference in inter-relationship between personality dimensions and academic achievement among adolescent students.

**5.0 Research Design and Methodology**

**5.1 The Sample**

The sample of the present study will consist of 240 school going adolescent students (both boys and girls) of Working and Non-Working Mothers between age range 15 to 18 years studying in grade-IX to XII shall be drawn from different Government and Private schools from Urban and Rural area of Ranchi district; out of which 120 will be adolescent students of Working mothers and 120 will be adolescent students of Non-working mothers. Simple Random Sampling technique will be applied to collect data. A 2x2x2 factorial design will be used in this research and the factors of stratification will be:

**1.** Mother's status- 2 (Working and Non-Working)

**2.** Gender- 2 (Boys and Girls)

**3.** Place of residence- 2 (Urban and Rural)

**Table- 1**

**Sample Design**

| **Status** | | **Working mother** | | **Non-Working mother** | | **Total** |
|---|---|---|---|---|---|---|
| **Gender** | | **Boys** | **Girls** | **Boys** | **Girls** | |
| **Place of Residence** | **Urban** | 30 | 30 | 30 | 30 | 120 |
| | **Rural** | 30 | 30 | 30 | 30 | 120 |
| **Total** | | 60 | 60 | 60 | 60 | **240** |

## 5.2 Variables

### 5.2.1 Independent variables

1. Working and Non-Working

2. Gender

3. Place of residence

### 5.2.2 Dependent variable

1. Personality

2. Academic Achievement

### 5.2.3 Controlled variables

1. Secondary School Students.

2. Schools of Ranchi District only.

## 5.3 Criteria's

### 5.3.1 Inclusion criteria

1. Students of both genders (boys and girls).
2. Students from Urban and Rural areas.

3. Students from any Government and Private schools.
4. Students of all castes and religions.
5. Students belonging to Age group between 15 to 18 years.
6. Students belonging to Grade- IX to XII.

### 5.3.2 Exclusion criteria

1. Students below Grade IX and above Grade XII.
2. Schools other than Ranchi District.
3. Students suffering from any Psychological ailments and Physical disabilities.

## 6.0 Sources of Data and Tools to be used in collection of data

### 6.1 Sources of Data

Data required for the present study will be collected from two major sources, such as Primary and Secondary. Major part of the data will be collected through primary source. Information from Primary source will be collected from different Government and Private Secondary Schools of Ranchi District. Students involving Grade- IX to XII, encompassing Boys and Girls from Urban and Rural areas, will be selected for the study. Information from Secondary source will be collected from Books, Articles, Reports which will provide a variety of information regarding mother's working and non-working status and its consequences on their adolescent's personality and academic achievement.

### 6.2 Tools to be used in Collection of Data

1. Personal Data Questionnaire (PDQ).

2. Big Five Inventory (BFI).

3. Academic Achievement.

**1. Personal Data Questionnaire (PDQ)**

This questionnaire will be prepared by the researcher for eliciting information about the respondants' Name, Age, Grade, Gender, Place of residence.

**2. Big Five Inventory (BFI)**

The Big Five Inventory (BFI) was developed by John and Srivastava (1999). The Scale consisting of 44 Items measures the personality of individual through five factors - Extraversion (8 items), Agreeableness (9 items), Conscientiousness (9 items), Neuroticism (8 items) and Openness (10 items). It is a Likert type scale. Each item has five response alternatives: Disagree strongly (1), Disagree a little (2), Neither agree nor disagree (3), Agree a little (4), and Agree strongly (5). Response to alternatives to positive statements are scored from 1 (Disagree strongly) to 5 (Agree strongly). Scoring is reversed for response alternative to negative statements. Thus, the higher scores indicate higher degree of personality. The reliability coefficient for The Big Five Inventory was 0.75, and validity coefficient was 0.86.

**3. Academic Achievement**

In the present study, Academic achievement was assessed on the basis of student's average score of previous two academic sessions. This information was collected from the reliable sources i.e. result registers and computer records maintained by the schools. The high achiever students were those having more than 80% score (average of their previous sessions). Average achievers were between 60%-80% while Low achievers were students who scored below 60%.

**7.0 Analysis of Data**

The following statistical technique will be used to analyze the data and evaluate the hypothesis:

1. **Percentage** values will be calculated to find out the level of personality dimensions and academic achievement among adolescent students of working and non-working mothers in relation to gender and place of residence.

2. **'F' test (ANOVA)** will be calculated for variance analysis to determine the main and interaction effects of mother's working and non-working status, gender, place of residence on personality dimensions and academic achievement of adolescent students.

3. **'t' test** will be calculated to know the significant mean difference between mother's working status, gender and place of residence on personality dimensions and academic achievement of adolescent students.

4. **Co-efficient of Correlation** will be calculated by Pearson Product Moment method to determine co-relation between personality dimensions and academic achievement of adolescent students.

5. **Graphical representation** of result will be drawn.

## 8.0 Significance of the study

Mothers who work for long hours may get less time to provide emotional support to their adolescent children. Also they lack to monitor their child's behavior and foster their involvement in school and recreational activities, as a result, personality of their child gets adversely affected. It puts negative impact in all domains of their personality development (Physical, Psychological, Emotional, Social) as well as their academic performance. There is a strong need to consider to this serious issue and to provide help and services to these children who don't get enough time to spend with their mother. This research is also relevant in studying the coping patterns of these children where they learn to survive appropriately into this situation and develop their personality in a positive and healthy way. The results of this study will definitely help in understanding the situations of these adolescent children and help them survive appropriately.

## 9.0 Its relevance to the present day problem and need to the society

In light of the above facts, the present study becomes relevant to present day problem and needs of the society. Due to fast changing society and socio-economic scenario of this modern era where many working women are compelled to send their children to the crèche or to the boarding school and leave them in the mercy of maids which results in lack of emotional bond between mothers and their children. Children get deprived of their mother's affection and care which causes stress and anxiety in them. They face difficulty in interacting appropriately and share their problems and feelings with their mother and other family members too. As a result, they get involved in maladaptive behaviors like smoking, drinking, delinquency, company of wrong peer group which may further leads them to commit serious

crime and hence it is important to throw a light upon this serious issue and provide help and services to these children by their family members, schools, counselors, societies that will help to minimize their pain. By considering the above facts, the present study becomes relevance to the present problem and needs of the society.

### 10.0 Contribution to the existing knowledge

Adolescence is a transitional period of growth and development between childhood and adulthood. During adolescence, issues of emotional seperation from parents arise. While this sense of seperation is a necessary step in the establishment of personal values, the transition to self- sufficiency forces an array of adjustments upon many adolescents. They require the right direction, guidance and motivation to build a healthy personality. The present study will go a long way to help the planners and administrators to understand the personality and academic achievement of children of working and non-working mothers and make arrangement of proper crèches for the children of working mothers. The study would educate the working mothers to care for their children for at least some period of time. It can also help counsellors to educate working mothers and teachers about the personality and low academic scores of their children so that some remedial measures can be taken. Therefore, a humble attempt is made to study the personality and academic achievement of adolescent children of working and non-working mothers.

### 11.0 Future work

Our research with adolescent children who are affected by their mother's working status and the finding of present study will create curiosity and awareness among other researchers of psychology interested in studying social behavior pattern. This will generate their insight into this field of research and formulate several related hypothesis. In addition, a longitudinal study can also be conducted by future researchers to observe the changes of working mothers among adolescent children over times.

### 12.0 Tentative Chapterization

There will be following five chapters in the research report of the proposed research:

**Chapter 1:** Introduction

**Chapter 2:** Review of Literature

**Chapter 3:** Methodology

**Chapter 4:** Analysis of Data

**Chapter 5:** Summary and conclusion

References

Appendix

**Note-** It is tentative structure of synopsis; minor modification may be made depending upon the nature of the data obtained.

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